

**Murray State University
COMMON SYLLABUS**

Fall 2018

DEPARTMENT: ADOLESCENT, CAREER, AND SPECIAL EDUCATION

COURSE PREFIX: FCS COURSE NUMBER: 111 CREDIT HOURS: 3

I. TITLE: The Family and Its Environment

II. COURSE DESCRIPTION AND PREREQUISITE(S):

An introduction to the changing structure and dynamics of families in our diverse society. Identification of changes and choices available to family members and critical issues facing families. Some topics that may be included are: changing gender role expectations, family policy, communication in families, family violence, divorce and effects on family, aging families, parent-child relationships, cultural and racial diversity, remarriage and blended families, and myths and facts about families.

Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Performance Standards and Certification (KTPS), the Interstate Teacher Assessment and Support Continuum standards (InTASC), and the National Association of State Administrators of Family & Consumer Science standards () addressed by that objective. Upon successful completion of this class, students will be able to

- A. identify anticipated trends and their implications for families of the future through use of current research (KTPS/InTASC # 4, 5; NASAFACS #6,7);
- B. recognize personal values and their implications to contemporary family (KTPS/InTASC # 4, 5; NASAFACS #6,7);
- C. demonstrate an understanding of the transitions (sociological and psychological) involved during family stages (KTPS/InTASC # 6, 7; NASAFACS #6,7);
- D. recognize and explain stages in family life cycles and developmental tasks involved (KTPS/InTASC #4; NASAFAS # 6);
- E. recognize the interrelationships of families with societal factors and forces (KTPS/InTASC # 4,5; NASAFACS # 6,7);
- F. identify issues facing families and discuss methods of coping with them (KTPS/InTASC # 4, 5; NASAFACS# 6); and
- G. read and understand professional materials in the field of family and consumer science (KTPS/InTASC # 4, 5; NASAFACS #6).

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to read and study text chapters, participate in discussions and write papers on topics such as changes in families over time, how family backgrounds affect individuals, gender roles, lifestyle options, decision making and communication in families, along with various topics in family relationships.

The EPSB Theme of Diversity is integrated throughout the course as students study how family backgrounds, racial and ethnic diversity in families, gender roles, lifestyle options, along with various issues in family relationships including crisis, violence, divorce stepfamilies, and aging families affect each of them today and will have an impact on them in the future.

Learned societies from each discipline should be referenced by the preservice/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. CONTENT OUTLINE:

- A. The Perceptions of Families
- B. Family Structures—Past and Present
- C. Work and Family Connections
- D. Class, Cultural and Ethnic Differences in Families
- E. Communication in Families
- F. Life-Span Development
- G. Changes in Marriages and Families
- H. The Parental System
- I. Family Crises
- J. Divorce, Remarriage and Blended Families
- K. Lifestyle Variations
- L. Families in Later Life
- M. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture with supporting materials
- B. Discussion
- C. Small Group Activities
- D. Reports
- E. Internet activities

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Family interviews, case problems

VII. TEXT(S) AND RESOURCES:

Benokratis, N. (2012). *Marriages and families: Changes, choices and constraints*. 7th ed. Prentice Hall. Upper Saddle River, N.J.

- A. Library journals, internet sites
- B. Videos
- C. Community resource agencies/individuals

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Examination schedule includes three exams and a final exam. Make-up tests are discouraged, but if necessary will be given at end of semester.
- B. Family interviews; analysis assignments; other activities and readings will be assigned during the semester.
- C. All assignments are due on the assigned dates. Any assignment turned in after the assigned date will receive automatic point deductions. **No credit for late assignments after one week.**

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% or below = E

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

Class attendance is expected. Students are responsible for all information presented in class including lectures and class discussion, videos, guest speakers, etc. **Excessive absences or tardies will result in lowered grades.**

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).

- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, students services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. Examples of prohibited sexual harassment and sexual violence can be found in the "Policy Prohibiting Sexual Harassment" which can be accessed via the link referenced in Appendix 1.

For more information concerning the application of these provisions may be referenced to: 1) the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071. Telephone: (270) 809-3155 (voice) Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice), 270-809-5889 (TDD).

XII.

FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**